



Erie County
Technical
School

Creating New Career Opportunities

**A Strategic Vision for the
Erie County Technical School
2001-2007**

**Striving for Excellence in
Career and Technical Studies**

Creating New Career Opportunities

A Strategic Vision for the Erie County Technical School 2001-2007

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Mary Jo Light	Northwestern School District
Jon Barnes	Union City Area School District
Charlotte Kolesar	Wattsburg Area School District

Participating School Districts

District**Superintendent**

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Fort LeBoeuf School District	Dr. Michelle Campbell
General McLane School District	Dr. Therese Walter
Girard School District	Mr. Walter Blucas
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North East School District	Dr. Judy Miller
Northwestern School District	Dr. Lynn Corder
Union City Area School District	Dr. Robert McGinley
Wattsburg Area School District	Mr. Frank Bova

Core Team Members

Joint Operating Committee Representatives

Doug Tuttle, Chairperson..... North East School District

Joe Cuzzola Millcreek Township School District

Parent & Student Representatives

Kathie Vaydanich, Parent Millcreek Township School District

Kathleen Stark, Student, Graphic Communications Fort LeBoeuf School District

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Aldo Jackson Director

Neil Donovan Principal

Paul Fritz Business Manager

Steve Sceiford Facilities Manager

Thomas Craig..... Technology Manager

Patty Palo Student Services Coordinator

Elaine Shaffer..... Student Services Coordinator

David Yanosko..... Construction Trades Instructor

Facilitator

Don Moore Decision Associates

Introduction

For over 30 years, the Erie County Technical School has been one of our region's primary providers of technical training and career development. As with any organization with tenure this long, we have had our successes and we have had our challenges. However, it is safe to say that the Erie County Technical School is a better school today than it has been at any time in our history. Enrollments are at an all time high in our high school programs. Demographics on these students tell us we are attracting a higher caliber student. Our teachers and staff are some of the most technically competent and dedicated associates in vocational-technical education. The campus represents one of the safest and cleanest technical schools in our region. The school's training laboratories are well equipped and genuinely represent what students will experience once they enter the workforce. The communities we serve can take pride in the opportunities and accomplishments of this technical education school.

Despite all of the positive features and accomplishments of the Erie County Technical School, *we can do better*. There are large segments of the high school population that should be acquiring some form of technical training through us. There are business and industrial sectors that desperately need trained workers for which we provide no training. We are challenged to keep pace with the changing technology and skill sets for other sectors. Our curricula and services could be more responsive to the needs of our primary customers—students and industry. Our faculty and staff could be better equipped to deal with diverse student populations and emerging technologies. We should be able to demonstrate that quality exists in every facet of our operation. We want to be better than we were yesterday. We will be better!

This strategic plan charts the course for us to become a better organization. It demonstrates our commitment to strive to be a more customer-focused, higher quality, and more operationally efficient organization. During the next six years, this document will serve as a reference point to gage our growth and progress—to see if we are still on course or there is a need to alter our course. The strength of this strategic plan lays in the realities and the premises our strategic planning Core Team identified. We asked our customers to speak, and we made a point to listen. We double-checked the Core Team's conclusions with their

respective customer groups. We wanted to verify our plan is properly charted and will fulfill the needs of our customers. We want this plan to make us more customer-focused. This plan should push our products and services to a higher degree of quality. We should also be more operationally efficient at the end of this plan. Ultimately, this plan will make the Erie County Technical School a better organization.

The Erie County Technical School offers training programs at various levels, including middle school, secondary and postsecondary. This strategic plan focuses solely on the programs and services available to high school students through our secondary program.

Mission

The mission of the Erie County Technical School is to educate people to have the skills and attitudes to be successful in their choices of career paths by providing a cooperative educational environment.

Vision

Our vision spells out what we expect the Erie County Technical School to look like after we implement this strategic plan. Our vision is:

The Erie County Technical School, while continuing to serve our existing students, will serve the career preparation needs of new groups of students. We expect to serve more students who will pursue postsecondary education, as well as those who have yet to decide on their career or educational plans. Students will come to our school because we offer programs that help them pursue their career paths, lead them to respected occupations, and emphasize the need for lifelong learning.

We also expect to serve as the hub for career development of all students in our service area. It is imperative that students at all grade levels participate in a coordinated career development program so that they make informed career decisions. In support of this career development program and our overall mission, we will work to convince students, their parents and the public that career and technical education is good for everyone.

Programs and Services: Our Product Definition

Technical Training

Over the past several years, we have endeavored to adopt a corporate atmosphere to our daily operations. For the most part, this has entailed changing the educational culture to think in terms of products, services and customers. It has also included an emphasis on the need to market the school to our potential and current customers. Hence, while we may talk programs and services within an educational context, we are talking about our products and services in a corporate sense.

Our primary product is technical training. We have further defined our product to be the curricula we have developed that we offer to students, both high school and adult. Like any product on the consumer or industrial market, our product, our curricula must undergo a specified design, development, verification and implementation process. We must also take that product to “market” and see if students enroll in our programs. Within our primary product, we offer programs at three levels: middle school alternative education, high school occupational education and adult continuing technical training.

Instructional Support Services

Guidance. In order for many of our students to be successful while enrolled at the school, they require some form of instructional support. At some point in their time with us, all of our students need assistance with either personal or career guidance. Through our student services coordinators, we provide assistance with personal matters and career planning decisions.

Special Education. Approximately 25% of our student population possesses some disability. The disabilities range from a minor learning disability with reading or mathematics to acute physical or emotional disabilities. In collaboration with our associate school districts and our intermediate unit, and largely through a federal grant (Carl A. Perkins Applied Technology and Vocational Education Grant), we assist these students. Typical services that we provide include assistance with academic organizational skills;

reinforcement of reading, comprehension and mathematics; and emotional or physical support. Most of these students experience a large degree of success in our training programs because of this assistance and the unique learning environment of the school.

Transition Services

One of our primary functions and a key principle of what we do is the successful transition of our students into the workforce or continuing education. Through our student services coordinators and other coordinators, we provide the necessary services to ensure our students are successful in their transitions.

Job Placement. Our student services coordinators actively work with local businesses to ascertain and develop job placement opportunities for our students. The Erie County Technical School has many long and respected relationships with local employers. These established relationships set a foundation for the consistent placement of our students. The school and these employers regularly turn to each other to meet their respective needs. The coordinators also work to establish new relationships with prospective employers. Through either direct contacts or referrals, the coordinators attempt to develop creditable placement opportunities for our students that also fulfill the employment needs of the business community. Historically, the Erie County Technical School has succeeded in placing over 75% of our graduates directly into the workforce in respectable wage-earning positions.

Articulation Agreements. Understanding that continuing or lifelong learning is an imperative in the workplace, the Erie County Technical School has invested heavily in the development of articulation agreements with postsecondary educational institutions across the Commonwealth and throughout our tri-state region. These articulation agreements give our students college credits for the secondary vocational programs they complete. The agreements consistently translate into savings of time and money for our students as they pursue their postsecondary educations. As of the 2001-2002 school year, the school has over 70 agreements that cover 17 of our 19 programs. The only programs without agreements are those that are new to our curricular offerings this year. Efforts are underway to establish agreements for these programs as well.

Students & Businesses: Our Customer Definition

In marketing terms, the Erie County Technical School has two primary customers. Each has unique needs and desires. In essence, they are at opposite ends of a supply and demand chain. It is our responsibility to bring them together. It is also our responsibility to understand these two customers and fulfill their needs and desires. Our mission is to satisfy our customers with our products and services—with our curricula, instructional support services and transition services.

High School Students

There are several reasons why high school students decide to attend the technical school. Generally, one could describe technical school students as those who have a strong sense of what they want to do after they graduate from high school. If our placement figures are any indication, 75% of our students enter the workforce immediately upon graduation. Another 15% pursue postsecondary education, typically at the two-year or associate degree level. Another 5% of our students enter the military after high school and the remaining 5% do none of the above.

Because of the types of training we offer, the majority of our graduates enter the trades or technical occupations. Purposefully, those students who transition into postsecondary education typically do so for technical or supervisory occupations.

As we further define our customers, we have found that most of our students predominately come from the lower two quadrants of the high school population. They tend to enroll in the “general academic” track at their sending schools. They participate in and generally perform well in the core academic requirements, but rarely schedule more advanced academic classes. Those who do pursue higher-level academic classes typically experience above-average success in those classes. Our students can also be described as having good attendance records. An analysis of our attendance pattern indicates that our population as a whole has an attendance rate around 90%. While we would like to see this rate at or above 95%, what we have found is a few individuals with poor attendance rates who drag down the average rate.

We have found that our students are especially well behaved and motivated. When given the opportunity, they take part in community service, extra curricular and leadership opportunities. Athletes, band members, club members, fire department volunteers, boy and girl scouts and youth group leaders can all be found among the student body at the Erie County Technical School. They find success for the first time in their academic and personal affairs.

Business & Industry

Our other primary customer is business and industry. This customer is looking for trained and reliable employees. This customer encompasses the major industrial sectors (manufacturing, construction, transportation, government, health care, communication and information, retailing and service). The skill set each of these industries requires is unique. We strive to satisfy each sector's needs for a technically competent labor force by keeping our curricula current to nationally recognized industry standards.

This customer has multiple demands. Besides technical competence, business and industry also seek employees that possess above-average academic skills and respectable employability skills. Frequently cited employability skills include problem solving, teamwork, regular attendance, attention to detail and quality, personal hygiene and the ability to work independently and with others. Today's jobs, and the jobs of the future, require employees to be able to communicate and calculate with above-average proficiency. Employees are expected to regularly read from and work with technical manuals and complex job specifications; to provide written and verbal reports on the status of projects and their jobs; and to perform accurate calculations relative to material usage, production costs and product or service performance. Businesses frequently report on the losses to their bottom-line due to the lack of basic academic skills in their labor force.

There are also other demands business and industry make besides technical and academic skills. Increasingly, employers are placing greater emphasis on the employability skills of their associates. These are the kind of skills that employers find hard to overlook.

Finally, employers expect that employees not only have employability skills, but the ability to continue to learn, both in a "taught" environment and in a "self-teaching" mode. In

many occupations, skills are becoming obsolete in a few years; an employee who fails to learn new skills will quickly become unemployable. Perhaps the most highly regarded employee is the one who recognizes the need for training and shows the initiative to obtain it.

Business and industry is a unique customer. They have a very clear picture of their expectations. They expect the educational system and vocational-technical education in particular to provide them with a workforce that meets their needs.

Other Important Customers

Although high school students and business and industry get most of our attention, there are other benefactors of what we offer. The eleven school districts that send students to the school are an important customer. They pay the “tuition” for our students that covers our operational costs. They expect a quality return on their investment. The Erie County Technical School is the vocational-technical education department for each of the schools. They want this “department” to reflect the same high quality they expect to see in their mathematics, science, English, music and art departments.

Postsecondary educational institutions are also important customers. Like business and industry, they receive the students we educate. They also seek technically trained and academically qualified students to participate in their educational programs. If students know more leaving high school, then they can study deeper into a postsecondary curriculum.

Lastly, the public and our communities are our customers. They are looking for young people who will be good citizens—students who will take part in civic and social organizations. They are looking for people who will give to their communities and make them better places to live and work.

Strengths & Challenges

This section summarizes the strengths that will propel and the challenges that could deter us. A few characteristics of the Erie County Technical School will facilitate the implementation of this strategic plan and the achievement of the goals we have set. We recognize them, as do our customers. They give our operation confidence and stabilize our

relationships. They are our strengths. These strengths include our partnerships, our quality staff and our successful graduates. Other difficulties and environmental factors keep us from achieving our mission and vision. We have identified these as our challenges and plan to keep them from hindering our progress.

Strengths

Partnerships. The Erie County Technical School is the vocational-technical education department of 11 schools districts. We firmly believe that our partnerships with our affiliate school districts are our strongest asset. These relationships have nurtured over time through mutual respect and service. School board members, superintendents, principals and guidance counselors can count on each other. As this strategic plan evolves, these partnerships will be critical to our success.

Quality Instructional & Support Staff. The success of our students and the success of a program pivot on the instructor. Great teachers provide opportunities for their students to experience success. We have great teachers, teachers who exude two primary characteristics. First, our teachers demonstrate the ability to creatively present their curriculums. Their classrooms and laboratories are places of active learning. Students walk away each day feeling they *learned* something and *did* something. The instructors engage their students in the learning process and push them toward rigorous activities. Second, our teachers demonstrate a sincere interest in their students. They are concerned about and play a role in their academic and personal lives. Their students are motivated to new heights of personal, academic and professional achievement.

For these reasons, we believe that our staff possesses characteristics representative of great teachers. We also believe that a quality staff and a quality work environment attract other quality people. We invite all of our staff members to play an important role in the selection of new personnel. Good people know what to look for in potentially good hires. A large part of our success can be directly attributed to the high quality of our staff members—both instructional and support.

Successful Graduates. Many of the technical school's graduates have gone on to become successful business owners, teachers, nurses, airline pilots and even lawyers. By no means are we training for these occupations. However, if you talk with these graduates, they will tell you that their experience at the Erie County Technical School set the stage for them to achieve success. As noted by one Core Team member, "This school turns kids on!" We do not measure our success by the number of lawyers, nurses or teachers that come from our ranks. What we do measure is the number of graduates who are employed in respectable and valued occupations in the fields for which they were trained. Moreover, when you use that standard to measure our success, then you find we have many successful graduates.

Our strategic planning Core Team was keenly aware of these successful graduates. That is why you will see they have recommended that the school use these graduates to promote the value of the Erie County Technical School.

Challenges

Public Awareness. The public at large knows little about our successful students, graduates and programs. We must therefore market ourselves. To market properly, one must understand their customers and align marketing campaigns to reach their customers. However, marketing and public relations are sophisticated and expensive ventures. Properly designed and implemented campaigns require significant personnel and financial investments. If this strategic plan is to be successful, then there must be a firm commitment to make the necessary investments to persuade the public of the valuable opportunities available through career and technical education and the Erie County Technical School.

Serving New Groups of Students. There are students and parents who perceive vocational-technical education as a career path that leads only to employment, rather than a path to postsecondary education. We are challenged to continue to serve our existing students while expanding our base to include more students who plan to attend 2- or 4-year institutions and those students who are undecided about their career plans. These potential customers often lack the necessary academic preparation or the career orientation to begin collegiate studies. As suggested during our Core Team meetings, when these new students

see the technical school as the “best path” to their careers, they will enroll. We must design and deliver technical training programs that parents and students perceive as viable career preparation options.

Choice and Competition. While we may not readily recognize or admit it, the Erie County Technical School does face competition for enrollees. We know we are a school of choice. Students choose to attend this school. However, there are potential competitors for students, such as the Ford Academy of Manufacturing Sciences, the Tech Prep initiative, the McDowell Academy and other school-to-work programs.

There is also the strong possibility that local businesses and industry could develop career preparation programs designed for high school students. Pennsylvania’s school initiatives lead to the possibility of local businesses or postsecondary schools establishing career or industrial programs that attract students toward charter-based technical training programs. Many colleges permit high school students to enroll in classes for high school and degree credit, and could extend this practice to enrolling students in technical classes.

Changes in the Local Labor Force. When compared to the economic composition of other metropolitan areas, Erie County has a larger percentage of manufacturing than average. However, Erie County’s economic makeup is changing. In previous times, manufacturing represented over 30% of the economic output in our county. Today, that foothold is slipping away and is giving way to the service, finance, insurance and retailing segments, a trend also observed in the U.S. economy. As manufacturing experiences a downturn in employment, fewer young people enter the field. The challenge we face is being able to respond to the changing economic landscape. As student demand for manufacturing-based programs softens, we must be prepared to transform the school’s resources into a different mix of occupational training that better reflects our evolving economy.

Funding. There are two aspects to funding challenges. One, which we do not consider a serious challenge, is the overall financial health of the school. The financial prospects of the school would be excellent in a steady state funding model. However, the political economy of education is anything but steady. What we do consider a challenge is

the availability of the financial resources necessary to carry out this strategic plan. These ideas will require additional funds. For the past three years, the school has operated on a zero-increase budget. Despite a recent effort to establish a fund balance, our reserves are insufficient to completely fund the goals called for in this plan. The challenge therefore is to garner the support necessary to financially support this plan's recommendations. The probability is good that the funding can be acquired through existing local sources. What we must demonstrate to the participating school districts is the need for "new career opportunities" and the "added value" achieved through these opportunities.

Strategic Goals

These goals represent our effort to realize our vision. We expect these goals will be fully executed at the end of this six-year plan. We understand some of these goals are building the foundation for our next vision. Our goals are:

Goal 1 — Convince students, parents and the public that career and technical education is a choice for every student.

Goal 2 — Serve new groups of students with new or revised curricula.

Goal 3 — Introduce new instructional techniques.

Goal 4 — Examine partnerships in the delivery of career and technical education.

Action Plans

Goal 1 — Convince students, parents and the public that career and technical education is a choice for every student.

Activity	Start Date	Personnel Responsible	Date Completed
Facilitate a career development program for all students in our service area. • Career Sampler Course • Middle School Tech Week Program • K-12 Career Guidance	July 2002	Director, Superintendents, Curriculum Directors	
Put into practice a marketing plan that educates people, particularly parents of middle and high school students, of the opportunities available through technical education	June 2002	Director, Public Relations Consultant, Joint Operating Committee	
Continue the development of an alumni association and utilize it in the public relations activities	September 2002	Principal	
Establish a Parent Advisory Council to assist with guidance and marketing efforts	September 2002	Director, Principal, Student Services Coordinators	

Goal 2 — Serve new groups of students with new or revised curricula.

Activity	Start Date	Personnel Responsible	Date Completed
Create training programs that articulate with postsecondary programs (schedule is flexible). • Pre-engineering (<i>Project Lead The Way</i>) • Firefighting/Emergency Medical • HVAC • Marketing/Business Management • Diesel/Heavy Equipment Mechanic	August 2003 August 2004 August 2005 August 2006 August 2007	Director, Articulation Coordinator, Principal	

Goal 2 — Serve new groups of students with the new or revised curricula. (Con't.)			
Activity	Start Date	Personnel Responsible	Date Completed
Establish the flexibility to deliver training programs that respond to emerging labor trends and fulfill “demand occupations.”	July 2002	Director, Joint Operating Committee	
Increase total enrollment by 5% over each of the next six years.	July 2002	Director, Principal, Student Services Coordinators	

Goal 3 — Introduce new instructional practices.

Activity	Start Date	Personnel Responsible	Date Completed
Develop career pathways that coordinate academic instruction with technical instruction, and that complement student capabilities and styles. • Develop lists of suggested academic classes for each vocational program • Establish alternative scheduling/delivery patterns (i.e. 3 to 6 Program)	September 2002 January 2003	Principal & Student Services Coordinators Director & Principal	
Establish programs or procedures that allow vocational students to take part in relevant and rigorous academic studies. • Establish a program that integrates academic instruction with vocational instruction (<i>High Schools That Work</i>)	January 2003	Director & Curriculum Coordinators	
Continue to coordinate local curricula with nationally recognized curriculum standards	July 2002	Director, Principal, National Skill Standards Coordinator & Instructional Staff	
Develop additional opportunities for students to receive work-based learning experiences	September 2002	Director & Student Services Coordinators	

Goal 4 — Examine partnerships in the delivery of career and technical education.

Activity	Start Date	Personnel Responsible	Date Completed
Develop an alliance with other career and technical education schools in the delivery of vocational-technical education.	July 2002	Director, Principal & Business Manager	
Continue to develop articulation agreements with postsecondary institutions—especially technical training providers	July 2002	Director, Principal & Articulation Coordinator	
Investigate the opportunities and challenges present in regional operational partnerships.	July 2002	Administrative Staff & Joint Operating Committee	

Appendix A: Professional Development Plan

Act 48
Professional Development Plan

Erie County Technical School
2001-2002

1. A description of the individuals who developed the plan. Method of selection was in compliance with Act 48 requirements. All groups are included.

The following individuals developed the Professional Education Plan for the Erie County Technical School:

Teacher - Mr. Paul Brenneman, Drafting and Design instructor

Administrator- Mr. Neil Donovan, Principal of the Erie County Technical School

Educational Specialist- Ms. Lisa Sorensen, Co-op coordinator Articulation Agreement Development, and Transition Specialist

Community- **Parent- Ms. Diana Long, Northwestern S.D.**
Parent- Ms. Lorie Alexander, Northwestern S.D.
Business Representative- Mr. Don Prindle, Lord Corp.
Business Representative- Mr. Steve O'Dana, James Schwab Co.

2. A description of the needs assessment and how the plan meets the educational and staff development needs of the school entity, it's professional educators, students, and community.

In an effort to determine the strengths and needs of the Erie County Technical School's Professional Development Plan and overall instructional effectiveness, our Act 48 Committee:

- Reviewed the needs assessment in the 1996 Erie County Technical School Act 178 Professional Development Plan
- Developed and administered a faculty needs assessment to determine specific strengths and limitations of our staff
- Discussed recent changes in State mandates for professional development
- Reviewed needs of students and the local business and industry partners that employ our graduates

In order to meet the needs of our school, professional educators, students and community our Professional Development Plan must consider the following

Vocational/Technical vs. Academic high school needs:

As a Vocational/Technical high school, we must create a Professional Education Plan that addresses the unique needs of our staff, students and partners in business and industry. A recent needs assessment of our faculty points to two primary differences between the technical high school and the academic high school:

1. Our Professional Education Plan must take into consideration that our faculty may be entering the teaching profession with little or no formal teacher training.
2. Our Professional Education Plan must allow our staff to develop a means of staying current in their specific trade or technical field.

With these factors in mind, The Erie County Technical School will designate the following five categories as needs areas for continuing professional development:

1. **Pedagogy-** fundamental and advanced instruction in teacher-to-student delivery methods and techniques including but not limited to:
 - Positive teaching climate
 - Best teaching practices
 - Multiple intelligences and learning styles
 - Adaptations for varying levels of ability
 - Alignment of curriculum with NOCTI assessment
 - Critical thinking
 - Alternative assessments
 - Study skills
2. **Content-** vocational teachers require a variety of means to stay up-to-date in their respective field. These may include but are not limited to:
 - Formal visitation to a workplace that will improve a teacher' ability to improve student achievement.
 - Formal visitations to other vocational schools, trade shows, technical colleges
 - Participation in seminars or workshops that offer professional improvement in practical/technical skills
3. **Special Education-**
 - Training in adaptations and special delivery of instruction to special education students.
 - Updating of changes in Special Education law
4. **School Safety-** training in areas including but not limited to:
 - Conflict resolution
 - Peer mediation
 - Crisis Prevention and Intervention
 - Crisis Management
 - Safe and Drug Free Schools
5. **Technology-** training in areas including but not limited to:
 - Software and application training
 - Internet usage
 - General computing
 - Website design
 - Networking

Based on the five needs areas described above, the following target goals are designed to foster student achievement via improvement in the professional development of the staff at the Erie County Technical School. These goals will allow us to achieve the ten criteria set forth in item II, page two of the Act 48 Professional Education Plan Guidelines.

Goal 1. The Erie County Technical School will continue to provide workshops that meet the needs of our professional staff and the requirements of Act 48 at its scheduled in-service dates.

Goal 2. Erie County Technical School staff will participate in continuing professional development designed to align curriculum with State Standards and the successful completion of NOCTI testing.

Goal 3. Erie County Technical School staff will continue to expand its knowledge and application of the latest technology.

Goal 4. Erie County Technical School staff will continue to meet the needs of local business and industry as expressed by our General Advisory Council and the Occupational Advisory Committees for each of our seventeen programs.

Goal 5. Erie County Technical School staff will continue to participate in staff development involving improved education for special needs students.

Goal 6. Erie County Technical School staff will continue to study methods of improving the delivery of instruction.

Goal 7. Erie County Technical School staff will continue to seek solutions for creating a safe and secure school environment.

3. The professional education needs/goals that will be met by completion of each continuing professional education option and how each relates to areas of assignment of certification or potential administrative certification. The option may include but may not be limited to:

- **Collegiate studies-**

All courses must be related to the educator's area of assignment or certification, (or) be related to an area of assignment or certification into which the educator may be transferred by the Board of Directors, as delegated to the Vocational Director or his designee (or) Be in other areas as approved by the board, as delegated to the Vocational Director or his designee.

In addition all courses taken for credit must comply with the Professional Education Criteria as defined in the Act 48 Professional Education Plan Guidelines in item II, page two.

- **Continuing Professional Education courses taken for credit**

All courses must be related to the educator's area of assignment or certification, (or) be related to an area of assignment or certification into which the educator may be transferred by the Board of Directors, as delegated to the Vocational Director or his designee (or) Be in other areas as approved by the board, as delegated to the Vocational Director or his designee.

In addition all courses taken for credit must comply with the Professional Education Criteria as defined in the Act 48 Professional Education Plan Guidelines in item II, page two.

- **Other programs, seminars, activities, or learning experiences that are taken for either credit or hourly. These experiences could include but are not limited to:**

- Curriculum development and other program designs and delivery activities at the school entity or grade level as determined by the school entity and approved by the Board of Directors

- Participation in professional conferences and workshops

- Education in the workplace, where the work is related to the professional educator's area of assignment and is approved by the board of directors

- Review, redesign, and restructuring of school programs, organizations, and functions as determined by the school entity and approved by the Board of Directors.

- In-service programs that comply with PDE Act 48 criteria

- Other continuing professional educations courses, programs, activities, or learning experiences sponsored by PDE, an approved provider, or a provider subcontracted by the school district.

Again, these programs must be related to the educator's area of assignment or certification, (or) be related to an area of assignment or certification into which the educator may be transferred by the Board of Directors, as delegated to the Vocational Director or his designee (or) Be in other areas as approved by the board, as delegated to the Vocational Director or his designee.

In addition all courses taken for credit must comply with the Professional Education Criteria as defined in the Act 48 Professional Education Plan Guidelines in item II, page two.

Only time-on-task at these courses, programs, activities and learning experiences will be counted as Act 48 credits or hours.

As per the PDE Act 48 Professional Education Guidelines, the following activities may not be counted:

- Unassigned or unsupervised time for study, reading or other activities outside the scope of the learning experience, classroom or meeting schedule.
- Meeting time devoted to announcements, welcoming speeches or organizational reports not related to content of the learning experience
- Time allocated for social activities, refreshment breaks, luncheons, receptions, dinners, etc.
- Minimal consideration will not be less than one half-hour of continuous time-on-task activity or instruction.
- The Vocational Director or his designee must pre-approve participation in any program, activity or learning experience in order for it to count for Act 48 hours. The only exception shall be a program, activity or learning experience that is offered by a provider approved by the PDE for programs, activities and learning experiences.
- The Erie County Technical School will provide a form for the use of a professional or group of professionals in requesting pre-approval of a program, activity or learning experience.

4. A list of providers, courses, programs and activities approved by the professional education committee to provide the continuing professional education options listed in the plan.

5. Action Plans for professional education activities to meet the goals of the three year plan:

Goal 1-ECTS will continue to provide workshops, programs and learning activities that meet the needs of our professional staff and the requirements of Act 48 at its scheduled in-services.

Action	For whom	By whom	Timeline
Act 48-appropriate in-services will be provided	ECTS professional staff	ECTS administration or its designee	At the October, January and February in-service dates

Goal 2-Erie County Technical School staff will participate in continuing professional development designed to align curriculum with State Standards and the successful completion of NOCTI testing.

Action	For Whom	By Whom	Timeline
ECTS faculty will prepare students for the National Occupational Competency Testing Institute (NOCTI) test in their senior year	Students enrolled at the ECTS	ECTS staff and administration	Ongoing preparation with the test to be given in the spring of the student's senior year
ECTS guidance counselors, teachers and administration will encourage students to take high level academic courses that will help students to master State Standards	Students enrolled at the ECTS	Guidance counselors, teachers and administration	Ongoing
ECTS curriculum will be aligned with NOCTI standards	Students enrolled at the ECTS	Faculty and administration	Ongoing

Goal 3-Erie County Technical School staff will continue to expand its knowledge and application of the latest technology.

Action	For Whom	By Whom	Timeline
ECTS staff will be encouraged to study appropriate software programs on-line. I.e. Ed-e.com	ECTS staff	Providers designated by the Vocational Director of the ECTS	Ongoing
ECTS staff will receive "in-house" training on relevant software used by ECTS staff	ECTS staff	IMS personnel	As needed
ECTS staff will be encouraged to expand their computing skills with courses offered through the RCTC and regional postsecondary institutions	ECTS staff	RCTC and regional postsecondary schools	In accordance with the timelines established by PDE Act 48

ECTS staff will conduct Teacher in the Workplace visitations	ECTS staff	Area business and industry partners	Ongoing
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Goal 4-Erie County Technical School staff will continue to meet the needs of local business and industry as expressed by our General Advisory Council and the Occupational Advisory Committees for each of our seventeen programs.

Action	For Whom	By Whom	Timeline
The administration of the ECTS will solicit advice and direction from its General Advisory Council	All of Erie County will benefit from the relationship of ECTS administration and its advisors from Business and Industry	Business and Industry partners	Monthly GAC meetings
Each of the 17 programs that comprise the ECTS will establish and maintain a Occupational Advisory Council or “Craft Committee”	ECTS faculty	Local business and industry representatives	Two meetings per program per year. Minutes will be kept and submitted for review of the building principal

Goal 5-Erie County Technical School staff will continue to participate in staff development involving improved education for special needs students.

Action	For Whom	By whom	Timeline
On-site in-service of ECTS teachers	ECTS teachers and instructional assistants	ECTS Special Ed. Liaison or the designee of the Director of ECTS	As needed
ECTS faculty will be encouraged to attend seminars, activities and learning experiences as well as enroll in courses for credit to learn how to better serve our Special Ed. population	All ECTS staff	ECTS Special Ed. Liaisons and/or approved providers of Special Ed. Information and/or local postsecondary institutions.	Ongoing- as needed

Goal 6-Erie County Technical School staff will continue to study methods of improving the delivery of instruction.

Action	For Whom	By Whom	Timeline
ECTS staff will continue to participate in workshops and learning experiences that instruct teachers in “best practice” methods of delivery of instruction.	All ECTS staff	Postsecondary institutions, approved Act 48 providers. ECTS faculty at the direction of the Vocational Director or his designee	Ongoing

Goal 7-Erie County Technical School staff will continue to seek solutions for creating a safe and secure school environment.

Action	For Whom	By Whom	Timeline
ECTS will continue to participate in on-site in-service offerings that build awareness of actions and attitudes that contribute to a safe and secure school environment	All ECTS staff	Approved providers as designated by the Vocational Director or his designee	Ongoing
ECTS staff will be encouraged to attend Safety workshops and learning experiences that may be offered by the IU or any community group	All ECTS staff	IU5 and community groups that may be recognized as expert by the Vocational Director or his designee	Ongoing
ECTS staff will be encouraged to enroll in postsecondary courses that address the School Safety issue	All ECTS staff	Regional postsecondary schools	Ongoing

6. A description of the process for reviewing and amending the plan annually.

The Professional Education Committee will meet in March of each year to review the Professional Educational Plan. This review will include but not be limited to:

- A review of the assessments of the Erie County Technical School, its students, faculty, and community
- A determination of emerging needs
- A revision and addition of Professional Education goals

- Analysis of the evaluation of the Erie County Technical School's professional educator's evaluations of the previous year's courses, programs, activities and learning activities.
- Revision of the previous year's action plans

Upon completion of the review process, recommendations will be made to the Joint Operating Committee for amendments. Evaluation forms will be developed and piloted during the 2000-01 school year and brought to the committee as part of the 2001 plan review and amendment process.

7. Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy and other skills.

The Professional Education Plan Committee has reviewed the Pennsylvania Department of Education's Act 48 Professional Education Plan Education Criteria and sought out all pertinent information regarding Act 48. After gathering this information, the Committee set about to develop an effective and achievable plan for the Erie County Technical School.

It is the belief of this committee that the ECTS Professional Education Plan, with consideration for Act 48 and the specific needs of our school, staff, students and community, strikes a balance between pedagogy, content and other skills. Evidence of the balance is demonstrated with the selection of the five categories for continuing Professional Development as described on page two of the document. They are:

1. Pedagogy
2. Content
3. Special Education
4. School Safety
5. Technology

In addition to the balanced choices for continuing Professional Development, the seven goals for the Erie County Technical School as described on page 3 of the document demonstrate careful consideration of the various needs assessments developed to guide the committee with its plan. These goals reflect the committee's attempt to merge Act 48 requirement with the specific needs of our school, staff, students and community with particular attention to our partners in business and industry.

Appendix B: Induction Plan

Induction Plan

ERIE COUNTY TECHNICAL SCHOOL INDUCTION PLAN

I. Introduction

The Erie County Technical School Induction Plan is designed to provide a schedule of opportunities, activities and experiences that will assist the inductee with a smooth transition into his or her professional career as an educator. Participation in the program will be required of all teachers certified after June 1, 1987. The program will be supportive and instructive in nature. The objectives of the program are:

- A. To provide inductees the experiences, activities, information, resources, evaluation and support necessary to enhance the inductees probability of success during the formative years;
- B. To provide a multiple source support system for inductees;
- C. To assist inductees with the mastery of instructional delivery skills including communication skills, material selection, classroom management, effective teaching techniques and curriculum planning;
- D. To familiarize inductees with district policies and procedures;
- E. To establish a collegial relationship between the inductee and a supportive mentor teacher; and
- F. To provide leadership opportunities for experienced teachers

II. Definition

The Induction Program at the Erie County Technical School shall be predicated on planned experiences, activities and studies developed by the local team to increase the beginning teacher's knowledge and teaching competencies.

III. Organizational Structure

A. The Induction Team will consist of:

- Director of Vocational Education
- Principal of the Erie County Technical School (Induction Coordinator)
- Indiana University of PA Field Resource Person
- Student Services Coordinator for Guidance
- Student Services Coordinator for Cooperative Education
- Mentors

B. Selection of Mentor Teachers:

Tenured persons that are recognized by professional peers for their own abilities in the area of classroom management, instructional delivery and interpersonal skills would be candidates as mentors. Mentors will be approved by the Induction Coordinator from a list of nominees developed by the Induction Team. The Induction

Coordinator will coordinate the training of mentors. The training will be structured to reflect current research on staff development and will focus on sensitizing mentors to the needs of inductees and formulating communications.

Mentors will:

1. Guide and aid the inductee in all aspects of the professional position.
2. Assist the inductee in relationships with his or her supervisors.
3. Work with the Induction Support Team as a mainstay in assuring completion of entire Induction Program.
4. Aid the inductee in completing fair and honest evaluations of the Induction Program.

C. Activities

Inductees and their mentor teachers will engage in the following activities:

1. The inductee and mentor will meet regularly to discuss professional issues including curriculum, classroom management, pedagogy, student needs and adapting instruction for special populations.
2. The inductee and mentor will conduct inter-classroom visits to include the opportunity for the inductee to observe the mentor and for the mentor to observe the inductee. When appropriate, inductee observations of other experienced teachers shall be arranged.
3. The maintenance of an activity log summarizing the completion of Induction Program activities will be carried out.

D. Orientation

All teachers new to the vocational school will be required to attend a two-day orientation program before the regularly scheduled teacher in-service. This two-day orientation will be planned annually by the administration in cooperation with the Induction Team.

The orientation program has the following general objectives:

1. To familiarize all new teachers with employee benefits, personnel procedures, and the professional teacher organization,
2. To introduce inductees and mentor teachers and to help initiate a collegial relationship,
3. To review the teacher observation and evaluation process,
4. To inform new teachers of available curriculum and support services, and
5. To orient new teachers to the curriculum.

IV. Responsibilities of Various Components

A. Induction Coordinator

1. Reviews and assures that the entire Induction Program is functional and operative in an on-going fashion.
2. Reviews and assures that the Induction Program is reviewed and altered as necessary.
3. Reports progress of induction projects and progress of each inductee to the Director at regular intervals.

B. Induction Team

1. Selects and supports mentor teachers.
2. Reviews all final checklists for completion and thoroughness.
3. Conducts and monitors mentor teacher-training program.
4. Reviews Induction Support Team work to assure all topics are fully covered.
5. Reviews inductee manual to assure all topics are thoroughly covered.
6. Notifies the Bureau of Teacher Preparation and Certification of teachers satisfying the Induction Plan.
7. Recommends modifications to the Induction Coordinator.

C. Mentors

1. Provide support and feedback to the inductee.
2. Coordinate activities with the Induction Team.
3. Be a positive role model for the inductee.

V. Suggested Topics and Resource Documents.

- A. Vocational teacher certification program
- B. School philosophy and organizational structure
- C. School policy
- D. Collective Bargaining Agreement
- E. Teacher Handbook
- F. Role and function of Occupational Advisory Committees
- G. Competency based instruction
- H. Curriculum development and modification
- I. Teaching methodology and techniques
- J. Classroom organization and management
- K. Record keeping
- L. Pupil grading and evaluation
- M. Performance testing
- N. Professional development
- O. Teacher evaluation and teacher rating
- P. Process for requesting books, instructional aids, tools, equipment and consumable supplies
- Q. Relationship of participating districts to the technical school

- R. Utilization of instructional aids
- S. Special education
- T. Guidance services
- U. Cooperative education
- V. Equity program
- W. Recruitment and retention
- X. Student organizations
- Y. Professionalism
- Z. Personnel practices and procedures

VI. Program Evaluation

- A. A record of program participation will be maintained as a part of the personnel record of each teacher certified after June 1, 1987. In addition, each inductee will maintain an Induction Program Activity Log. The log is to be submitted to the Director upon completion of the inductee's program with the signatures of the inductee, mentor, building principal, and Director affixed verifying the accuracy of the information on the log. This log is designed to provide a permanent record of the activities accomplished as part of the Induction Program.
- B. Annual review of the entire program, including review of all inductee logs by the Induction Team. The need for altering the program will be based upon this review and conducted annually.
- C. Issuance of Induction Plan Completion Certificate.
- D. Send list of successful Induction Plan completers to the Pennsylvania Department of Education.

Created: October 1994

Revised: January 2002

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